Introduction to ACGME Competencies and Milestones
Objectives

- Introduce the substance of the Accreditation Council for Graduate Medical Education’s Core Competencies.
- Review the purpose and structure of the ACGME Milestones project.
- Examine how training programs fulfill ACGME requirements.
The Outcomes Project

- 1998: Accreditation Council for Graduate Medical Education – Outcomes Project:
  1. Focus education on the competency domains.
  2. Enhance assessment of resident performance using standard educational outcomes.
     - Old thinking: localized standards.
  3. Emphasize outcomes measures in accreditation.
     - Old thinking: decentralized, localized.
The Outcomes Project

- **Premise:**
  - Define educational objectives rather than just assigning residents based on service needs?
  - Do residents achieve the objectives?
  - How does the program prove the objectives are met?
    - More than a Multiple Choice Question test.
  - Does the program take this evidence of objective achievement (or not) and improve the program?

Created 6 Core Competencies
1998: Outcomes Project

2000s: Core Competencies
Competencies

- Patient Care
- Medical Knowledge
- Interpersonal & Communication Skills
- Practice-Based Learning
- Professionalism
- Systems-Based Practice
Patient Care

- Compassionate, appropriate, and effective patient care:
  - Communicate effectively.
  - Caring, respectful behaviors.
  - Essential and accurate patient information.
  - Decisions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
  - Use IT effectively to support care delivery.
  - Competently perform all necessary procedures.
  - Good teamwork—including those from other disciplines.
Medical Knowledge

- Demonstrate knowledge about established and evolving biomedical, clinical, and cognate sciences – apply this knowledge to patient care.
- Investigatory- and analytical-thinking approach to clinical situations.
Practice-Based Learning & Improvement

- Analyze clinical practice and perform improvement activities using systematic methodologies.
- Locate, appraise, and assimilate evidence from scientific studies.
  - Apply knowledge of study designs and statistical methods.
- Know the population of patients and the larger population from which patients are drawn.
- Use IT to manage information, access online medical information, and support education.
  - Facilitate learning for students and others.
Interprofessional & Communication Skills

- Work effectively with others as a member or leader of a health care team or professional group.
- Effective information exchange and teaming with patients, patients’ families, and professional associates.
  - Effective listening, non-verbal, questioning and writing skills.
- Maintain a therapeutically- and ethically-sound relationship with patients.
Professionalism

- Commitment to carry out professional responsibilities, adhere to ethical principles.
  - Includes clinical care, patient confidentiality, informed consent, and business practices.
  - Responsiveness to needs of patients and society that supersedes self-interest.
- Respect, compassion, and integrity.
- Recognize accountability to patients, society, and the profession.
- Ongoing professional development.
- Sensitivity and responsiveness to patient.
Systems-Based Practice

- Awareness of and responsiveness to the larger context and system of health care.
- Effectively call on system resources.
  - Advocate for quality patient care and assist patients in dealing with system complexities.
- Know how types of medical practice and delivery systems differ from one another.
- Practice cost-effective care and resource allocation that does not compromise quality.
- Partner with colleagues to assess, coordinate, and improve system performance.
How Do We Measure This?

Patient Care:

- 360° evaluations of hospital and clinic encounters.
- Evaluations of procedures.
- Reviewing outcomes in case conferences, M&M presentations, and patient handoffs.
How Do We Measure This?

Medical Knowledge:
- Preparation for conferences.
- In-service examinations.
- Scholarly activity.
- Skills labs.
- Case logs.
How Do We Measure This?

Practice-Based Learning and Improvement:

- Promote life-long learning:
  - Constantly improve and assess performance and practice?
  - Assess clinical strengths/areas for improvement & establish plans to improve?

- Quality improvement:
  - EQuIP participation.

- Case logs:
  - Procedure evaluations.
  - Formative feedback.
How Do We Measure This?

Interprofessional & Communication Skills:

- Evaluations by patients, nurses and other health professionals.
- Consent processes.
- Rounds and daily activities with colleagues and students.
- Interdisciplinary teamwork.
How Do We Measure This?

Professionalism:

- Structured curriculum that includes:
  - Professionalism.
  - Physician impairment.
  - Review of rules, regulations and responsibilities.
- LSBME and specialty board requirements.
- 360° evaluations.
How Do We Measure This?

Systems-Based Practice:

- Structured curriculum includes:
  - Cost containment, managed care systems, legal/regulatory requirements, coding/reimbursement, healthcare financing, etc.
- Participation in department and hospital committees.
- Leadership development activities and assessment.
- Quality improvement activities.
  - EQuIP
  - Root Cause Analysis
- Conferences, peer reviews, M&M, etc.
1998: Outcomes Project

2000s: Core Competencies

2013: Milestones
Milestones

- Competency-based developmental outcomes — significant points in development — measured progressively as a resident goes through training.
- Developed jointly between ACGME and ABMS specialty boards.
Milestones

<table>
<thead>
<tr>
<th><strong>Level 1</strong></th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
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</thead>
<tbody>
<tr>
<td>Has not achieved Level 1</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 4</td>
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<tr>
<td>Understands the implications of and the need for a consultation</td>
<td>Prepares a draft consultative report (verbal or written)</td>
<td>Prepares a full consultative report with a written opinion for common diseases</td>
<td>Independently prepares a full consultative written report with comprehensive review of medical records on common and uncommon diseases</td>
<td>Proficient in pathology consultations with comprehensive review of medical records</td>
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<td>Observes and assists in the consultation</td>
<td>Performs timely, clinically useful consultation for requests for products or additional testing</td>
<td>Prioritizes and presents patient care issues for report after call</td>
<td>Demonstrates an expanded portfolio of clinical and patient care experience with pathology consultation</td>
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<td>Understands the concept of a critical value and the read-back procedure</td>
<td>Understands rationale for the critical value list</td>
<td>Answers routine pathology questions, drawing upon appropriate resources</td>
<td>Participates in intuition processes of generating the critical value list</td>
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<td>Understands and applies Electronic Medical Record (EMR) to obtain added clinical information</td>
<td>Knows the critical value list and participates in the critical value call-back of results</td>
<td>Applies the escalation procedure for failed critical value call-backs</td>
<td>Is proficient in consultation regarding test utilization and treatment decisions based on advanced precision diagnostics and personalized medicine</td>
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<td>Understands that advanced precision diagnostics and personalized medicine (e.g., molecular diagnostic testing) may be applied to patient care for genetic, neoplastic and infectious disorders, and population health</td>
<td>Understands the importance of accurate, timely, and complete reporting of laboratory test results</td>
<td>Effectively communicates preliminary results on cases in progress</td>
<td>Suggests evidence-based management, prognosis, and therapeutic recommendations based on the consultation</td>
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<td></td>
<td>Understands the role of specific advanced precision diagnostics and personalized medicine assays, and how results affect patient diagnosis and prognosis, and overall</td>
<td>Understands pre-analytic issues and quality control for advanced precision diagnostics and personalized medicine</td>
<td>Provides consultation, as needed, to clinicians about utilization and interpretation of advanced diagnostic and genomic information</td>
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**Level 1:** Level expected on incoming resident

**Level 2:** Resident advancing but not yet at mid-residency level.

**Level 3:** HO has advanced consistently, achieving majority of residency milestones.

**Level 4:** HO demonstrates readiness for graduation & independent practice.

**Level 5:** HO has advanced to fulfill aspirational goals. Only a few exceptional residents will achieve.
Milestones

- Nursing and Ancillary Personnel Evaluations
- ITE
- Simulation Lab
- Self Evaluations
- Student Evaluations
- Clinical Work
- OSCE
- Peer Evaluations
- Patient / Family Evaluations

Clinical Competency Committee

Assessment of Milestones
Summary

- Work with your program to fully participate in competency-based curriculum.
- Ensure that the program uses that information to improve itself.
- Evaluations will occur in a number of ways besides tests and paper evaluations.
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